Attachment II.A.1
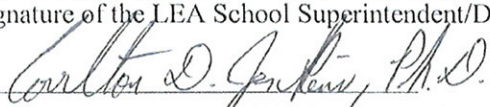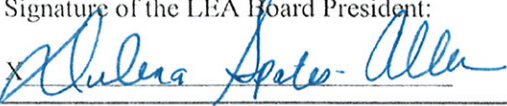
Part II: LEA Application

APPLICATION COVER SHEET

SCHOOL IMPROVEMENT GRANTS (SIG)

Legal Name of Applicant: **Saginaw City School District** (73010)	Applicant's Mailing Address: 550 Millard Saginaw, MI 48607

LEA Contact for the School Improvement Grant	
Name: Dr. Pamela Ross McClain Position and Office: Director of Grants and Evaluation and Quality Measurement Contact's Mailing Address: 550 Millard, Saginaw, MI 48607 Telephone: (989) 399-6641 Fax: (989) 399-6579 Email address: prossmcclain@spsd.net	
LEA School Superintendent/Director (Printed Name): Dr. Carlton D. Jenkins	Telephone: (989) 399-6502
Signature of the LEA School Superintendent/Director: X *Carlton D. Jenkins, Ph.D.*	Date: June 11, 2010
LEA School LEA Board President (Printed Name): Mrs. Delena Spates-Allen	Telephone: (989) 399-6502
Signature of the LEA Board President: X *Delena Spates-Allen*	Date: June 11, 2010

The LEA, through its authorized representative, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the State receives through this application.

District Name: Saginaw City School District	District Code: 73010
ISD/RESA Name:	ISD Code:

FY 2010
School Improvement Grant – Section 1003(g)
District Proposal Abstract

For each of the models listed below, indicate the number of Schools within the District/LEA intends to implement one of the four models.

[ ] **Close/Consolidate Model:** Closing the school and enrolling the students who attended the school in other, higher performing schools in the district.

[4] **Transformation Model:** Develops teacher and leader effectiveness, implements comprehensive instructional programs using student achievement data, provides extended learning time and creates community-oriented schools. **model to effect change:**

[ ] **Turnaround Model:** Replace principal and at least 50 of the staff, adopt new governance, and implement a new or revised instructional. This model should incorporate interventions that take into account the recruitment, placement and development of staff to ensure they meet student needs; schedules that increase time for both students and staff; and appropriate social-emotional and community-oriented services/supports.

[ ] **Restart Model:** Close the school and restart it under the management of a charter school operator, a charter management organization (CMO) or an educational management organization (EMO). A restart school must admit, within the grades it serves, any former student who wishes to attend.

LEA APPLICATION REQUIREMENTS

A. SCHOOLS TO BE SERVED: An LEA must include the following information with respect to the schools it will serve with a School Improvement Grant.

From the list of eligible schools, an LEA must identify each Tier I, Tier II, and Tier III school the LEA commits to serve and identify the model that the LEA will use in each Tier I and Tier II school. Detailed descriptions of the requirements for each intervention are in Attachment II.

Note: Do not complete information about Tier III at this time.

SCHOOL NAME	NCES ID #	TIER I	TIER II	TIER III	INTERVENTION (TIER I AND II ONLY)			
					turnaround	restart	closure	transformation
Arthur Hill High School	125		X					X
Saginaw High School	3336		X					X
Thompson Middle School	3532		X					X
Daniels Middle School	606		X					X

Note: An LEA that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

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Saginaw City School District
School Improvement Grant Proposal

SAGINAW CITY SCHOOL DISTRICT NARRATIVE

The staff and administration at Saginaw Public Schools (SPSD) are committed to successfully utilizing the School Improvement Grant (SIG) to dramatically improve the teaching and learning in each eligible school. After careful analysis of the District's Tier I, II, and III schools, a determination was made that working in tandem with our partners, the district has the human capital, including professional development staff, curriculum staff, budget office, and dedicated support staff with the expertise to adequately support the Transformation Model in the four Tier II schools. The School Leadership Teams (SLT) met regularly and worked diligently writing the plans for how to implement the reforms in their buildings. The school teams, as well as the district administration, are committed and excited to successfully put into action the plan for the SIG project. SPSD has a history of successfully managing large federal and state grants over the past ten years, including four 21st Century grants and two Emergency Response Crisis Management grants. SPSD will implement all of the SIG requirements and will be well prepared and in compliance for program visits, audits, or federal reviews.

SPSD leadership is willing to modify practices within the established Board Policies, State Operating Standards, and existing negotiated agreement with the SEA. The main mechanism in the district for modifying practices and policies at the school level is called the Professional Studies Committee (PSC). The PSC was jointly developed by the Saginaw Education Association (SEA) and the Saginaw City School District to address the collaboratively facilitate a process for making changes throughout the district. The PSC is co-chaired by the SEA President or designee, and the Superintendent or designee, and an equal number of teacher representatives and administration representatives. The Reform Panel facilitates the implementation of (a) initiatives directed at the improvement of teaching and learning conditions in the District, (b) requests for variances from the current contract that are submitted by school based shared decision-making cabinets, and (c) instructional and curricular recommendations made by committees created by the panel. The panel operates as a joint committee with the district management and the SEA.

The SIG will focus efforts on two feeder patterns within SPSD to close achievement gaps between economical disadvantage students, white and minority students. Furthermore, SPSD has successfully implemented the School Improvement Grant in partnership with the EdWorks. This year, SPSD had instructional coaches in many school improvement grant eligible schools. Due to the successful implementation of the school improvement coaches and other district initiatives, two schools identified for improvement (Thompson Middle School, and Arthur Hill High School) met AYP and the district remained in "Continuous Improvement" in the 2009-10 school year. The award of School Improvement Grants recipients will not diminish services and support from the district via management support from SPSD's budget, evaluation, curriculum, and operations infrastructure.

All school and appropriate district resources will be coordinated by a fully dedicated 100% Transformational Manager to Support the SIG implementation at the eligible schools to act as an advocate and monitor for the schools implementing the grant. The Transformational Manager will be called upon to provide services that include but are not necessarily limited to the following areas: Direct and oversee research of existing reform efforts to build a knowledge base of best practices; Direct and oversee the implementation of promising educational reform programs and school improvement programs that rely on scientifically based research; Manage and develop a specialized curriculum focus for a theme-based schools to meet the education needs of all students, including those at-risk; Direct and oversee the development of a communications plan for internal and external audiences regarding curriculum focus of school, planned educational program, and related extra-curricular activities; Direct and oversee the development and implementation of plans to recruit and retain students; Provide training opportunities to personnel at the assigned school; Interview and select qualified personnel to be recommended for employment; Manage and administer personnel development through training, in-service and other developmental activities to create strong sense of purpose for staff team; Communicate, through the proper channels, to keep the leadership informed of impending problems or events of unusual nature -Use effective interpersonal communication skills; Ensure compliance with grant regulations and assist in preparations for any federal, state, or local program reviews or audits; Perform other incidental tasks consistent with the goals and objectives of this position including putting systems in place that will continue past the funding period.

Saginaw Public Schools
Baseline Data Requirements
Tier 2 School Improvement Sites
School Year 2010

Metric	Arthur Hill HS	Saginaw HS	Ruben Daniels MS	Thompson MS
School Data				
Which intervention was selected?	Transformation	Transformation	Transformation	Transformation
Number of minutes in the school year	65880	65880	65880	65880
Student Data				
Dropout rate	14.86%	10.77%	NA	NA
Student attendance rate	86%	85%	93%	90%

For high schools: Number and percentage of students completing advanced coursework for each category below:

	Number	%	Number	%	
• Advanced Placement	0	-	0	-	
• International Baccalaureate	0	-	0	-	
• Early College/College Credit	0	-	0	-	
• Dual Enrollment	0	-	0	-	
• Students enrolled in College from most recent graduating class	124	53.4%	50	37.8%	

Student connection/School Climate				
Number of disciplinary incidents	63	39	190	84
Number of students involved in disciplinary incidents	Unknown	Unknown	Unknown	Unknown
Number of truant students	59	72	38	233

Student connection/School Climate				
Number of teachers at each performance category below:				
• Highly Effective	70	54	34	43
• Moderately Effective	-	-	-	-
• Ineffective	1	6	0	0
Teacher attendance rate	94%	94%	94%	95%

SCHOOL IMPROVEMENT GRANT – 1003(g)

FY 2010 – 2011

The LEA must provide evidence of a comprehensive needs assessment and the thought process that it engaged in to formulate each school plan. The following form serves as a guide in the thought process. Please submit this form with the application.

School Name and code: Thompson Middle School – 3532 City of Saginaw Public School District (73010)	District Name and Code City of Saginaw Public School District (73010) 550 Millard Saginaw, MI 48607
Model for change to be implemented: Transformation	

School Mailing Address: **3021 Court Street** **Saginaw, MI 48602**	

EA Contact for the School Improvement Grant

Name:
Dr. Pamela Ross

Position and Office:
Director of Grants and Evaluation and Quality Measurement

Contact's Mailing Address:
550 Millard, Saginaw, MI 48607

Telephone:
(989) 399-6641
Fax:
(989) 399-6519

Email address:
prossmcclain@spsd.net

Principal (Printed Name): **Mr. Mit Foley**	**Telephone:** **(989) 399-5601**
Signature of Principal: X_____	**Date: 7/14/2010**

The School, through its authorized representatives, agrees to comply with all requirements applicable to the School Improvement Grants program, including the assurances contained herein and the conditions that apply to any waivers that the District/School receives through this application.

SECTION I: NEED

A NOTE TO THE REVIEWERS:
When the Thompson Middle School SQP team and the Saginaw City School District leadership began a detailed analysis of data trends in preparation for developing this School Improvement Grant proposal, they discovered a wide range of inconsistencies in the data housed at the district. Those gaps and inconsistencies will be visible in this analysis.

- Data in the sub-group non-academic analysis is often very different, when teams compare district-generated reports and school-level reports side-by-side.
- Unduplicated counts for disciplinary actions are inconsistent, and true mobility counts are not available.
- Due to the closing and consolidation of multiple buildings that ultimately fed into Thompson Middle, enrollment numbers are inconsistent from year to year and from the school level to the district data sets.

As a result of pervasive data inconsistencies, this proposal seeks support in Section II for a district-level Data and Research Analyst to focus on the collection and dissemination of data for the schools receiving School Improvement Grants.

While the numbers may vary from report-to-report, the trends in the data are undeniable. Students at Thompson Middle School are performing significantly below state performance standards in every category, and the school has the opportunity to move students forward at a rapid pace, based on the systemic and external supports provided through this proposal.

Thompson Middle School Analysis of Need

The introduction to the Thompson Middle School Quality Plan (2009-2012) provides key insights into the special challenges faced by the students and staff at the school.

> *As part of the Saginaw Public Schools bond restructuring plan to right-size the school district by consolidating, building, and remodeling buildings, Thompson Middle School was planned and built to replace the two west-side Saginaw middle schools, North Middle School and South Middle School. In June 2006, North Middle School went offline and the expectation was that students in the 6th and 7th grades would then move to South Middle the following fall along with the elementary feeder school population in 6th grade. Not all students from North went to South; some left for another district school closer to their home, some to Schools of Choice in a nearby district, however over half the students came to South. Some staff was relocated to South Middle School or other locations for the 2006-08 school years while waiting the construction and completion of the Thompson Middle School.*

The students that make up Thompson: the projected enrollment was 825; however, 943 students appeared on the first count. The numbers inflated due to the return of students to the district in the Thompson resident area, district open enrollment, and Schools of Choice …

Prior to the past three years' data that are normally reviewed, there have been factors that affect Thompson Middle School's examination of data:

Former South students were automatically Thompson students with the school's number 03532 transferring to Thompson. If the students transferred to TMS, the assessment scores came with them in the student database. The majority of our students had assessment scores that could be used to determine needs but some students we found hard to identify MEAP, ITBS, and other assessment scores if they were out of our district or state for a time period and other assessments had to be utilized, such as Scholastic Reading Inventory (SRI) and marking period grades, until CA 60's (if they had one) came in with further information. This year we will be establishing baseline data for Thompson as its own school, as well as using existing longitudinal data.

Sub-Group Academic Data Analysis

Needs Assessments are conducted in Thompson Middle School in two primary ways:

Yearly:
Through Professional Learning Communities (PLCs) made up of content area departments, the staff conducted a study of the data from the previous year (where possible) to determine the direction of instructional planning, parental involvement, stability, and safety of our school.

Marking Periods:
Teams of teachers, grade levels, and whole staff look at the performance of students as measured against the content standards for that marking period. Grade levels make adjustments and hold discussions about student progress on the Grade Level Content Expectations (GLCEs).

Findings:
The 2008-09 school year actually marks the baseline year for data at Thompson Middle School. As noted above, data were collected for as many students as possible from the schools feeding into the new Thompson Middle School for the two previous years cited in this comparison, but the staff acknowledges gaps remain in this data set.

Eighth grade scores are shown below, but patterns are similar across all grade levels. MEAP score indicate that all Thompson subgroups are performing significantly below state targets for the content areas.

	8th Grade Sub-Group Academic Data Analysis								
	Percent of Sub-Group Meeting State Proficiency Standards								
	Reading			Writing			Mathematics		
	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09	2006-07	2007-08	2008-09
Black or African American	49	49	58	43	37	57	28	32	43
Hispanic or Latino	52	57	51	38	42	50	37	43	48
White	61	79	67	44	68	59	40	62	43
English Language Learners		36	38		29	30	7	10	13
Students with Disabilities	15	19	27	7	11	19	12	11	19
Economically Disadvantaged	52	54	57	40	40	55	32	37	42
Male	49	51	57	37	33	51	34	35	45
Female	58	60	60	47	52	61	33	42	43
Aggregate Scores (All Students)	53	55	58	42	43	56	33	39	44
State	76	77	76	67	70	74	68	71	75

2009-10 Sub-Group Non-Academic Data Analysis

An analysis of non-academic sub-group data illuminates a cause for concern in the area of retentions:

- The school has an overall attendance rate of 90%, with less than 1% of students having more than 10 absences
- While only 5% of students are retained, males are more than twice as likely as females to be retained.

	# of Students	# of Absences		# of Suspensions		# of Truancies	# of Expulsions	Unduplicated Counts	
		<10	>10	In	Out			In	Out
Black or African American	450	3	447	9	70	3		8	51
Asian American/Native Hawaiian or Other Pacific Islander	1		1						
Hispanic or Latino	150	3	150	2	23			2	18
Asian/Pacific Islander	3		3						
White	130	1	130	3	10	1		3	9
Limited English Proficient	65								
Students with Disabilities	160								
Economically Disadvantaged	672								
Male	383	4		9	72	4		9	54
Female	351			5	31			5	24

	# of Students	# of Retentions	# of Dropouts	# Promoted to the Next Grade	Mobility	
					Entering	Leaving
Black or African American	450	20		430		
Asian American/Native Hawaiian or Other Pacific Islander	1			1		
Hispanic or Latino	150	9		141		
Asian/Pacific Islander	3			3		
White	130	6		124		
Limited English Proficient	65			65		
Students with Disabilities	160					
Economically Disadvantaged	672					
Male	383	23		260		
Female	351	12		339		
Homeless	7	0		7		

Thompson Middle School Resources Profile

Resource	Type of Support	Component Supported	Description of Support Provided
Title I, Part A	ELA Support teachers Math Support teachers Structured Tutorials Read 180 Professional Development	Timely Additional Assistance Timely Additional Assistance Timely Additional Assistance Timely Additional Assistance Professional Development Highly Qualified Teachers	Provide intervention and supplemental instruction in ELA Provide intervention and supplemental instruction in Math Provide intervention and supplemental instruction in Reading, Writing, and Math in extended day sessions. Intervention software license for Reading achievement Monthly Inservice for ELA and Math support teachers Core Content Area conferences for teachers and administrators Making Middle Grades Work (MMGW) Improvement strategies
Title II, Part A Saginaw City School District	Professional Development Coaches for Math/ELA through MMGW	Professional Development	Differentiated Instruction (ASCD) Teacher Evaluation Training for Administration (Tomlinson) Data4 Student Success (Data4SS) MMGW – Leadership Team /Administration
Title II, Part D	Technology Equipment	Integration of Programs	Data projectors and Smart boards Document Camera/Cart Laptops and Carts Earphones for Computer Labs (Reading) Calculators

Section 31a At-Risk	Home School Aide (1.0) 2 Counselors (.5 ea) Social Worker (1.0)	Additional Assistance	Attendance Monitoring utilizing the Skyward Database
21st Century Program	HQ Support Teachers	Integration of Programs Additional Assistance	Extended Day – Instructional/Recreational Support for At- Risk students
Safe and Drug-Free Schools (District Parent Resource Center)	Information dissemination	Additional Assistance	Provides speakers on health issues, drugs, etc.

SECTION II: COMMITMENT

The goals of the district's School Improvement Grant have been carefully aligned with the Saginaw Public Schools (SPSD) Board's adopted Policies, District Improvement Plan (DIP), and School Improvement Plans (SIP). This alignment has been achieved through the joint planning of a representative team from district leadership, school administrators, teacher leaders, the Saginaw Education Association, parents and other agency and community partners at each school. All buildings have a School Leadership Team (SLT) consisting of the Principal, Faculty Representative, teachers from each core content area, and parents, which meet regularly to create and review the SIP. The team members serve as leadership in the school for the rest of the staff to ensure the SIP is communicated clearly and implemented throughout the building. The SLTs enable staff to create and implement plans to improve student achievement in their own buildings. The process was jointly developed with the teachers' association and includes representatives from all stakeholder groups. School Improvement Plans, based on an analysis of all building data, (including student reading and math achievement, attendance, discipline, school climate, teacher professional development, parent community engagement) focus on practical methods to ensure that effective instructional strategies are shared, supported, implemented and continually adapted. All teams will be trained in the district's Educational Leadership System, which reinforces alignment, collaboration and using data scorecards to monitor progress. This will be closely aligned to the development of professional learning communities throughout each feeder pattern within the district. In addition to the SLTs, each building has a team that reviews and monitors student data to inform building processes such as intervention assistance and Positive Behavior Intervention Support implementation. Each middle and high school has monthly department meetings that support collaboration and curriculum planning in the content areas. Coordination of these established processes, committees, and partnerships within the district helps ensure the success of the SIG implementation. Each party is

fully committed to the focus of the grant, SPSD and SIG goals, and the district's mission of high student achievement. These support teams allow each building the autonomy to address the needs of their students.

The attached Thompson Middle School Quality Plan outlines goals and strategies approved by staff to advance student performance in the coming year. While separate sections within the SQP provide varying levels of detail, the basic, overarching goals include:
- Improving student proficiency in reading and writing, with double the growth anticipated for students with disabilities, compared to their regular education counterparts.
- Improving student proficiency in mathematics, with 40% higher levels of growth targeted for students with disabilities than their regular education counterparts.
- Improving student performance in science and social studies
- Creating a positive climate that encourages respect, high academic standards, and appropriate behavior.

Through a collaborative process, stakeholders at Thompson identified a series of activities to achieve those goals, including such efforts as:

- Literacy coaching
- Writing portfolio development
- Differentiated Instruction
- Thinking Maps
- Scholastic Read 180 Training
- Monthly training for Algebraic Thinking for math teachers
- Fastt Math training for math teachers
- Cooperative Learning training
- Development in the *Framework for Understanding Poverty* Ruby Payne

This SIG proposal begins with and then builds upon these goals and activities. So, while time did not permit the involvement of a wide range of stakeholders in the development of this SIG proposal, work will move forward in fall 2010, based on the commitment to the SQP. Teachers, students, families, administrators and community will be asked to participate in a full assessment of school Operational Effectiveness in September and October 2010. Detailed activities throughout the three years of this initiative further involve a wide range of stakeholders in the continuous improvement of the resources and strategies applied in the school to achieve overarching goals and offer additional opportunities to reaffirm commitment to the course of the transformation process at Thompson Middle School.

A System of Support
The transformative work at Thompson is made possible through a system of supports provided by the Saginaw City School District. This system of support has been developed in collaboration with the Teachers Association.

At the district level:
- The appointment of a district wide Transformation Manager who will access and influence to move the work forward in an expeditious manner. This person's some responsibility will be the oversight of funds and activities of the School Improvement Grants awarded to Saginaw. (See attached job description.)
- A Data and Research Analyst will focus on the collection and dissemination of data for the schools receiving School Improvement Grants. (See attached job description.)
- A commitment to the use of a Short-Cycle Assessment System common to all of the SIG recipients. The early days of the implementation period in fall 2010 will include an evaluation of current systems (Read 180, PLATO, district wide assessments) and their effectiveness as formative, short-cycle assessments. The district will also investigate the Northwest Evaluation Association's Measures of Academic Progress as an alternative short-cycle assessment system with significant supports for students and teachers.
- A Curriculum Audit by Phi Delta Kappa.

At the school level
- The district will establish a leadership team at Thompson with the knowledge and skill to implement the plan. That team consists of:
    - Campus Lead Administrator whose primary focus in the implementation of the Thompson School Quality Plan.
    - Beginning in the second semester of the 2010-11 school year, the district will appoint a deal for each of the new small learning communities. These deans will have a minimum of 2 days release each year for leadership development and targeted one-on-one mentoring time with the EdWorks coach monthly, as well as time for full participation in all teacher professional development.
    - A lead teacher focusing on development of _**literacy**_ skills across the content areas (See attached job description.)
    - A lead teacher focused on improving _**mathematics**_ knowledge, skills and teaching practices. (See attached job description.)
    - A professional development coordinator (See attached job description.)
    - A College and Community Access and Coordinator (See attached job description.)
    - A .5 FTE Coordinator of Grants and Accelerated Learning (See attached job description.)
- Common Planning Time will be established for all teachers embedded within the master schedule.
- Focused professional development time for all educators in the building: A total of 5 days of professional development time each year has already been negotiated with the Teacher

Education Association, and the district will continue to work with the Association to identify ways in which all teachers can receive an additional two hours of professional development each month throughout the three years of the School Improvement Grant.
- Accelerated Academies for students: focused student intervention just prior to the high stakes state exams (in addition to any regular intervention practices)
- Student Summer Bridge: minimum 4 days as transition between grades 5 and 6

This deep, school wide system of support for Thompson Middle School teachers is particularly important as the staff seeks to build a professional community in this new setting. As staff reflections in the SQP highlighted:

> *With the closing of South, all staff was placed on involuntary transfer. Laying off district staff with low seniority was done to give open slots for any teachers displaced from North as well as other district buildings going off-line.*

> *In the fall of the 2008-09 school year, with the opening of Thompson, staff was again relocated from other schools that were going off line or experiencing staff reduction due to enrollment decreases. While staffing is based on seniority, certified, and highly qualified, it does not always particularly align the grade level and the content taught at that level, therefore, some of our teachers came from early or upper elementary positions and others from middle school positions that had been reduced at other buildings. These changes necessitated curriculum study, professional development on best practices, and age-appropriate strategies along with teaming and other middle school practices. All of this takes time to bring together cohesive teams.*

A Commitment to Research-Based Practices

Based on an analysis of the attached School Quality Plan, Thompson Middle School has chosen external provider EdWorks, LLC to assist with the transformation process, guiding its move from a traditional middle school to multiple high-energy, highly-engaging small learning communities operating within the building.

EdWorks, LLC is a not-for-profit, fee-for-service subsidiary of the nationally recognized KnowledgeWorks Foundation. To drive its work on the ground, EdWorks has developed a portfolio of proven secondary school approaches: Redesign; Early College; and Science, Technology, Engineering and Mathematics (STEM). Collectively referred to as, "The EdWorks Model," these approaches enable school and district leaders to start-up or restructure a secondary school through a five-year, step-by-step system of strategies, processes, and tools.

The EdWorks Model represents a very specific point of view about the structure and process of working with schools to turnaround operations and student achievement. The Model is designed
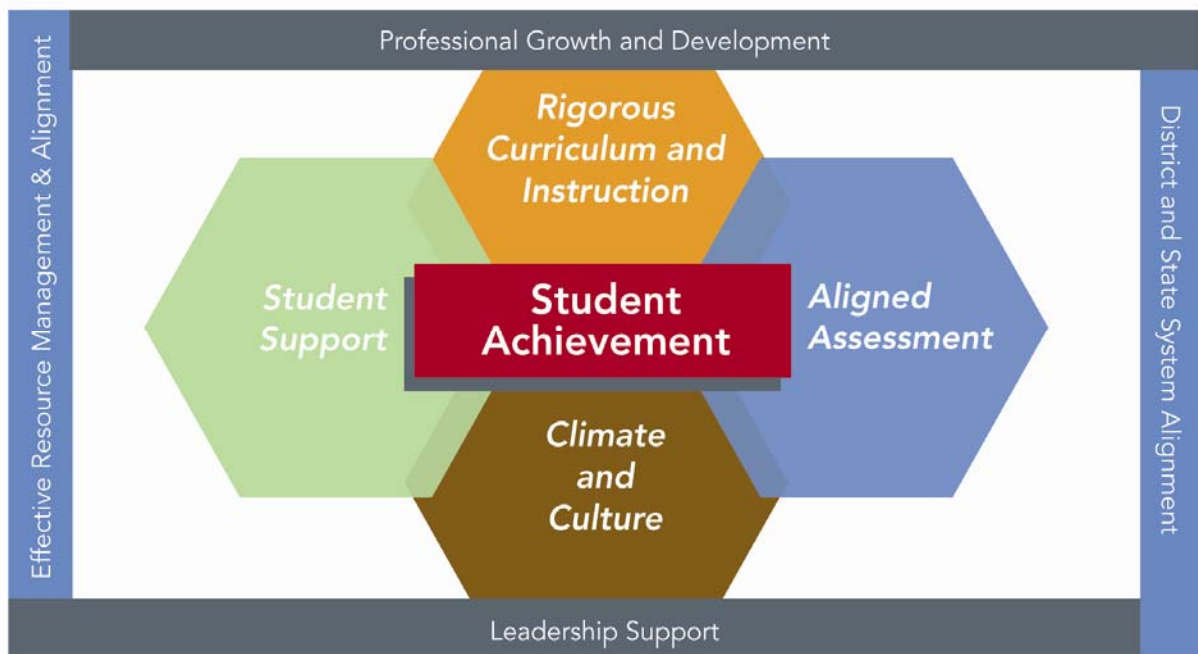
to develop a high-performing school that uses personalization as the key to its success. Personalization is achieved in three ways:

1. Through the development of high-functioning small schools or small learning communities in an existing building.
2. By building the capacity of each and every person in the school to "get the work done" through very structured professional and leadership development plans.
3. By developing a culture in which the teaching and learning process focuses on individual student growth and achievement and thus drives everything that happens in the building (i.e., if it doesn't improve teaching and learning, we don't do it).

Student Achievement forms the Focal Point for the EdWorks Model.
The four fundamental components—rigorous curriculum and instruction, climate and culture, aligned assessments and a system of student support—provide the foundation for the work with schools. A total of 36 essential elements refine the implementation strategy. Together, these four components, their underlying elements and the district support framework form a tightly woven, interconnected, interdependent system.

The four fundamental components and 36 essential elements in the EdWorks Model include:

Rigorous Curriculum and Instruction
1. Rigorous, college-ready curriculum for every student, every day

2. Clear learning objectives
3. Differentiated instruction
4. High levels of student engagement
5. Higher order thinking skills
6. High payoff, short-term instructional strategies across the content areas
7. Broad, school-wide early college experience
8. 21st century literacy across the curriculum
9. Results-driven, flexible scheduling
10. On-site and online professional learning communities
11. Intensive summer institutes for teachers and curriculum staff

Comprehensive Student Support
12. Just-in-time interventions, including re-teaching, and tutoring, among other strategies
13. Semi-annual student led progress review
14. Accessible, detailed, easy-to-understand student progress data and portfolio
15. Student Advisory System
16. Accelerated Academies
17. Summer Bridge Program
18. Higher education partnerships
19. Internships and community service

Aligned Assessments
20. Baseline diagnostic data
21. Short Cycle Assessment
22. Classroom assessment
23. State-mandated graduation tests
24. College and Career Readiness tests
25. Performance-based alternative assessment
26. Teacher, school and district self-assessments
27. Regular Dashboard Reports for each shareholders' shared accountability data (student, teacher, principal, administration, Board, partners, parents, community)

Supportive Climate & Culture
28. Safe, purposeful school environment
29. Community engagement for accountability
30. Students and families as primary stakeholders
31. Distributed leadership from the student's desk to the superintendent's desk
32. School design for personalization
33. Coordination of campus-wide issues
34. Personalized student growth plans with quarterly outcomes

35. Results-driven goals
36. A culture of continuous learning for adults

EdWorks Processes and Tools

EdWorks offers a well-developed process that is contextualized to meet local needs— EdWorks doesn't just tell sites what they need to do, EdWorks *shows school teams how* to transform to effective, 21st century learning organizations. The EdWorks Model works on *all* elements, not just one or two. EdWorks gives school teams a structure achieve their goals:

- ☑ Technical Assistance Coach
- ☑ Scope and Sequence for the design and delivery of effective, innovative education
- ☑ Easy to follow annual planning and implementation calendar
- ☑ Fully developed 5-Year Teacher Professional Development Plan (the years of which will be delivered during the life of this grant)
- ☑ Hands-on Leadership Development Plan
- ☑ Teacher Summer Institute
- ☑ National Leadership Institute and Leadership Retreats
- ☑ Online social networking and professional learning community focused specifically on schools engaged in similar transformation processes
- ☑ Data capture tools and customized dashboard presentation of results and Continuous monitoring and adjustment.

The EdWorks scope and sequence reflects a simple premise, an equation discovered through years of work with secondary schools: SCHOOL CLIMATE + TEACHING PRACTICE + COMPREHENSIVE SUPPORT = STUDENT ACHIEVEMENT.

The EdWorks Model is rooted in more than 20 years of research by educators, scientists, social scientists, and economists. The research can be distilled to five simple strategies:

→   Begin with the individual student.

↳ Drive instructional practice with data.

  ↳ Conduct teaching and learning through the tightly woven fabric of standards, assessments, curricula, student supports, and instructional practices.

    ↳ Connect teaching and learning to students' prior knowledge and understanding.

      ↳ Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

While the EdWorks Model was originally designed to serve high schools, student performance at the EdWorks' ECHS that have expanded to serve students in grades 6-12 demonstrate that the research-based instructional strategies that improve teaching, learning and outcomes at the high school achieve similar results at the middle grades level. While EdWorks' experiences in the middle grades have not yet been studied in research reports, the strategies used in EdWorks middle grades echo research surrounding Middle Start, where four key principles have been shown to improve student outcomes:

- Reflective Review and Self-Assessment
- Effective Small Learning Communities
- Rigorous Curriculum, Instruction, and Student Assessment
- Distributed Leadership and Sustainable Partnerships

See the Middle Start research report, http://middlestart.org/images/files_resources/Middle_Start_Evidence_of_Effectiveness_-_v2_-_3-21-07.pdf.

EdWorks focuses on providing students in the middle grades a rigorous curriculum aligned with a college-and career ready curriculum at the high school.

The focus on students well prepared for college and the workplace lends itself to an important question: "What would students be able to do if they were well-prepared to leave school ready to succeed in the workplace and college?" Research from three individuals well-known to secondary reform initiatives, Conley (2007), Lachat (2110), and Lachat & Williams (1996), provide some key characteristics of students which are summarized on the following chart:

Workplace Readiness (Lachat, 2001; Lachat & Williams, 1996)	College Readiness (Conley, 2007)
Students who can problem solve, communicate, understand multidimensional problems, and design solutions.	Students who can effectively use cognitive and metacognitive strategies, often described as "habits of the mind" (the ability to analyze, interpret, work with precision and accuracy, problem solve, and reason).
Students who can demonstrate what they know and can do.	Students who can demonstrate proficiency in rigorous courses.
Students who can plan their own tasks, evaluate results, and work cooperatively with others.	Students with attitudes and behaviors that lead to success, i.e., study skills, time management, awareness of one's performance, persistence, and the ability to utilize study groups.
Students who can transfer their school knowledge to "real-life" situations.	Students who can do the tasks needed to prepare for and adjust to college, i.e., succeeding in high school coursework (including college-level classes), applying to college, understanding needed resources, and adapting to college life.

Lachat (2001, p.7) describes some of the challenges of preparing students for the 21st century and strategies that can help schools meet these challenges:

> The growing emphasis on educational standards, equity, continuous improvement, and accountability that now drives high school reform is fueled by widespread recognition that schools must become high-performing organizations if they are to prepare all students to succeed in the twenty-first century. Today, our students represent an unprecedented level of diversity—in abilities, learning styles, prior educational experience, attitudes and habits related to learning, language, culture, and home situations. The challenge of educating these students requires new capacities for schools and new orientations for the educators who make decisions that influence students' lives. It requires a commitment to basing these decisions on sound information rather than assumptions and subjective perceptions. The capacity to access and effectively use many types of data from multiple sources is critical to realizing a vision of high school education that embraces the belief of high expectations for all students. The process of creating learning environments that support the individual success of each student must incorporate both the willingness and the capacity to continually examine the results of our efforts. This principle of continuous improvement requires the best data available.

This foundational informational base, then, drove the development of the five-year EdWorks teacher professional development and coaching systems, rooted primarily in the research and practices of:

- Grant Wiggins and Jay McTighe, *Understanding by Design*, 2005
- Robert Marzano, *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, 2004; and *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, 2007
- The International Center for Leadership in Education's Rigor & Relevance Framework
- Gayle Gregory and Lin Kuzmich, *Differentiated Literacy Strategies for Student Growth and Achievement* in Grades 7-12
- National Research Council, *How People Learn*, 2000
- Rick Stiggins, *Assessment for Learning*
- *The Differentiated Classroom*, Tomlinson
- *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn*, DuFour, DuFour, Eaker, Karhanek, 2004

Collaboration and Communication with Parents and Families

Parents and families are viewed as partners and active participants in the life of the school. They share responsibility and accountability for the students' education. EdWorks helps sites establish formal processes to facilitate parent and family involvement in the success of the student and the school as a whole.

Strategy One: Community Engagement
EdWorks supports a system of authentic parent and community engagement, defined by substantive community conversations that engage a broad array of stakeholders and connect with and influence official decisions. There must be a clear process for initiating and maintaining substantive community dialogue that:

- Involves a broad range of key stakeholders including teachers, students, parents/guardians, principals, business leaders, and the broader community;
- Asks the community to engage on important questions and acknowledges their views and contributions; and
- Connects with and influences official decisions—not one one-way announcements.

Throughout the life of the school, authentic community engagement is characterized by:

- Clear community involvement in the daily life of the school,
- Awell-delineated process for regular, meaningful engagement of parents/guardians and the community in the daily lives of students and the school.
- Students openly engaged—through service learning, internships, mentorships, or some other method—in the community surrounding the school.
- Communications: Information meetings, newsletters, publications, websites, blogs, or other tools used to deliver news and information. Not to be confused with authentic community engagement.

Strategy Two: Student-led Parent-Teacher Conferences
Twice each year, students, parents and teachers come together to discuss student progress, both successes and challenges, and to outline upcoming key events and needs. The conferences revolve around individualized student growth plans. The Individualized Student Growth Plan is a document that guides student coursework and actively engages students in setting and monitoring progress toward their own goals. Student Growth Plans are developed by the student, with the guidance and involvement of the student's advisor, teachers, parents/guardians, guidance counselor, and other adults who are familiar with the student's educational needs and aspirations. The Student Growth Plan encompasses general academics, independent projects, internships, service learning, and other endeavors related to the student's growth. Providing connections between all facets of a student's learning, the Student Growth Plan is more than a record of the student's daily schedule of standardized coursework.

Strategy Three: Annual Home Visits, particularly for the incoming ninth graders.

SECTION III: PROPOSED ACTIVITIES

Thompson Middle School will implement the Transformation Model. Mit Foley assumed leadership of the building on August 1, 2008 and will remain in the building as principal.

Under Mr. Foley's leadership over the past 2 years, Thompson Middle School has seen in increase of over 25% in reading and math scores as indicated by MEAP, and has made Adequate Yearly Progress for the 2009-2010 school year. Mr. Foley's staff has worked diligently realigning curriculum guides and creating professional learning communities, creating high expectations for all students and providing systems of support and help to ensure every child reaches their maximum potential. Mr. Foley's staff has also worked diligently to build meaning relationships with students and parents, transforming academic and behavior expectations of the entire school culture.

Mit L. Foley believes the purpose of education is to engage all students in learning, and to educate all students regardless of what side of the bridge they reside, the color of their skin, or their socio-economic status, so that they will demonstrate performance and skill levels commensurate with global and technologically changing society. Mr. Foley believes that the education children receive must help them reach their maximum potential for creativity and life-long learning, and all students should enter the global community as productive, contributing members. Mr. Foley has taught History at Saginaw High School, coaching basketball, track and soccer. Mr. Foley as served as assistant principal over curriculum and instruction at Central Middle School for four years. Under his leadership in the area of curriculum and instruction, Central Middle School made Adequate Yearly Progress for three consecutive years. Upon his arrival at Central Middle school in 2002, Central was entering Phase IV and in the process of restructuring. Mr. Foley has served as assistant principal over pupil services and athletics at South Middle, and Lead principal at Thompson Middle School for two-years. Mr. Foley is especially interested in the design, development and evaluation of curriculum and instructional practices that meet the needs of all learners. Mr. Foley is not only committed to pursuing ways of fine-tuning curriculum, but involvement of parents and community stakeholders to create successful educational experiences for children.

Mr. Mit L. Foley earned his B.A. in History from Michigan State University, M.A. in Educational Administration from Saginaw Valley State University, and an Education Specialist with a concentration in Curriculum Development from Saginaw Valley State University, and Administrative Certificate in 2007. Mr. Foley has worked for the Saginaw Public School District since 1997.

From the first day of work on the ground with a school, EdWorks begins focusing everyone in the school community on identifying specific 21st century skills and habits of mind to be displayed through the teaching and learning practices in a school. Everyone in the school learns how to integrate the research on how people learn with college and workplace ready standards, local economic development forecasts and research-based instructional practices into the design,

operations and strategic plans for the transformed schools. The result is a learning organization that exhibits a deep understanding of how content knowledge plays out in real world situations.

Through a well-developed process, EdWorks will guide Thompson Middle School through:

1. An in-depth assessment process, building on information gleaned in the school improvement process and the Phi Delta Kappa curriculum audit.
2. Formation of three small learning communities within the Thompson facility that prepare students to choose one of the themed high schools.
3. The development of a three-year learning plan for each of these themed schools that implements a rigorous, core course of study for all students.
4. The implementation of a scaffolded professional development plan that incorporates all elements of NSDC's standards for professional development, and provides 21st century knowledge and skills for all adults in the building.
5. The development of an operations plan that provides a system of support for students through the use of flexible scheduling, extended learning time, collaborative planning time for teachers and the development of small school leadership teams.
6. The design and implementation of an ongoing community engagement system.

The result of this transformation process is the development of a learning environment at Thompson in which students, parents, educators, business and community are all self-directed, self-motivated learners able to thrive in the 21st century global economy.

Each of the small learning communities on the Thompson campus will serve between 300 and 400 students, allowing for personalized attention to student needs. Each small learning community will have a common emphasis on a rigorous curriculum and engaging instructional practices focused on college and career readiness.

WHAT SUPPORTS WILL EDWORKS PROVIDE TO ASSIST THOMPSON WITH THE TRANSFORMATION PROCESS? ⇨	HOW ARE THE SUPPORTS DELIVERED?
Working calendar for each year that details what needs to be accomplished and the time frame for completing each task ⇨	The EdWorks Technical Assistance Advisor (aka, Coach) works with local leaders to adjust the EdWorks sample calendars to reflect local schedules and context.
Detailed set of processes and tools to accomplish the work (i.e., Leadership Development Plan, Teacher Professional Development Plan, workshops, rubrics, unit and lesson design templates, etc.) ⇨	All processes and tools are delivered on the ground in each building by the EdWorks Coach, according to the implementation calendar.

WHAT SUPPORTS WILL EDWORKS PROVIDE TO ASSIST THOMPSON WITH THE TRANSFORMATION PROCESS?		HOW ARE THE SUPPORTS DELIVERED?
Technical Advisor (aka, Coach) to assist you in keeping the process moving on time and on target	⇨	Each building has a primary Coach that guides the process on the ground, assists sites in completing tasks, and delivers the school wide professional development and leadership development.
Training process for leaders focused on how to: • Work with teams to achieve goals • Use data to drive instruction and decision making • Utilize rubrics and benchmarks to chart progress • Implement a Walkthrough process to gauge school wide level of implementation of strategies for personalization	⇨	The leadership development is delivered by the Coach as outlined in the 5-Year Plan in three ways: 1. In the context of doing the work on the ground 2. Through structured annual leadership retreats 3. Through one-on-one counseling sessions

WHAT SUPPORTS WILL EDWORKS PROVIDE TO ASSIST THOMPSON WITH THE TRANSFORMATION PROCESS?	⇨	HOW ARE THE SUPPORTS DELIVERED?
Professional development designed to deliver a *school wide* focus on: • High payoff instructional strategies • 21st Century Literacy development • Courses and units aligned with state and college ready standards • Lesson plans that reflect the latest brain research • Strategies for delivering both rigor and relevance in the classroom • Rigorous course of study for all students.	⇨	Teacher professional development is delivered in the school building as outlined in the 5-Year Plan through a combination of: 1. Whole-school late start or early release time 2. Small group release time using substitutes 3. Teacher Summer Institutes 4. Common planning time 5. One-on-one coaching and modeling 6. Educators Knowledge Network
As part of the professional development system, a 6-person team from each site is eligible to participate in EdWorks' National Annual Leadership Institute, where they are able to network with teams from across the country that are engaged in EdWorks school redesign, Early College or STEM school implementation processes.	⇨	The Leadership Institute Once a year the school chooses a team to travel to the site of the EdWorks National Leadership Institute for three days of networking with schools from across the country engaged in the EdWorks process. Registration fees and food for six participants from each building are included in EdWorks' fees. The school is responsible for the cost of lodging and travel to and from the site.
In addition, professional learning is enhanced by unlimited use of Educators Knowledge Network (EKN) by all teachers and leaders in sites where EdWorks is working. EKN is an online social learning site focused solely on teaching, learning and leadership	⇨	Educators Knowledge Network Within EKN, EdWorks builds a collaboration space for each school. The EdWorks Coach introduces EKN in the planning process and provides preliminary training in its use, with the assistance of EKN staff.

Process for Gathering and Reporting Data

Thompson will utilize the EdWorks system for data gathering and reporting. EdWorks utilizes a mixed-method evaluation approach involving multiple methods of data collection, taking stock of everything from central office supports for the school turnaround work to change in leadership and teacher practices to attitudinal surveys of students, teachers, parents and leaders. The ongoing formative and summative process is conducted under the direction of a third-party evaluation organization contracted and compensated by EdWorks.

The following data collection tools are used to obtain the data needed to create the desired reports:

1. **School Data Collection Template:** completed by the evaluation consultant and coach, in collaboration with the school. The template stores the wide range of data generated at the school and which do not require special interpretation or analysis during the process of collection.
2. **Planning and Implementation Calendars:** Comprehensive timeline of key activities, events and milestones to guide the implementation of the EdWorks model.
3. **Student, Teacher and Leader Attitudinal Surveys:** Survey to gauge perception of school climate, culture, instructional practices, student engagement, relationships, and overall school effectiveness.
4. **Client Satisfaction Survey:** Survey to further EdWorks' understand of how well it is serving its clients and to provide insight on how to improve its services
5. **Rubric Assessment Process:** Robust scoring tools using quantitative and qualitative information to assess school performance and progress in key areas of instructional and organizational effectiveness.

Student data will be disaggregated by gender, ethnicity free and reduced price meal eligibility, ELL and special education, and year in school, as available.

Three reports will be generated:

Report One: Engagement and Model Implementation – Annually

- **Measurement Need**: Is the EdWorks model being implemented with fidelity, and is the school progressing?
- **Reporting Approach**: Demonstrate school's progress employing all of the components of the EdWorks model

Metric	Analysis
Rubric Level, Rigorous Curriculum and Instruction	Trend, Benchmark
Rubric Level, Advisories	Trend, Benchmark
Rubric Level, Personalized Growth Plans	Trend, Benchmark
Rigorous Curriculum Enrollment	Trend, Benchmark
Rubric level, Performance-Based Alternative Assessments	Trend, Benchmark
Professional Development Adoption	Trend, Benchmark
Student attendance rates	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Overall Level, Instructional Rubric	Trend, Benchmark
Instructional Delivery Assessment	Trend, Benchmark
Statewide Test Performance	Trend, Benchmark
Progression	Trend, Benchmark
Graduation	Trend, Benchmark

Report Two: Interim Student Growth -- Quarterly

- **Measurement Need**: Are students improving academically so that they will be prepared to progress at the end of the year?
- **Reporting Approach**: Examine key student achievement indicators which demonstrate students are on the path to success

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions—by category of action	Trend, Benchmark
Formative/Short cycle assessment performance	Trend, Benchmark
Grade distribution	Trend, Benchmark

Report Three: Annual Student Growth – Annually

- **Measurement Need:** Is student academic achievement increasing?
- **Reporting Approach:** Examine key student achievement indicators, which demonstrate students are on the path to success.

Metric	Analysis
Student attendance	Trend, Benchmark
Disciplinary actions	Trend, Benchmark
Rigorous curriculum enrollment	Trend, Benchmark
High stakes test performance	Trend, Benchmark
On time progression	Trend, Benchmark
On time graduation	Trend, Benchmark
Technical Certificates Earned	Trend, Benchmark

Communication of School Progress to the School, District and State

The following chart outlines the process for communicating progress to the district and the state. Each report will be discussed with the school leadership team and the school as a whole for their feedback prior to sharing and discussing with the superintendent and appropriate state personnel.

PROGRESS CHECK	AGENDA
Quarterly update meetings with the coach	❑ Review the completed calendar tasks ❑ Seek guidance in areas of concern ❑ Discuss future work
Mid-year meeting (December) with EdWorks senior staff	❑ Informal site visit with district leadership ❑ Review the preliminary rubric assessment results ❑ Summarize progress on calendar tasks ❑ Quickly preview the second semester calendar ❑ Discuss available dashboard data ❑ Review strategic planning process
End-of-year meeting (April) with EdWorks senior staff	❑ Conduct formal rubric-based site review ❑ Review the final rubric assessment results ❑ Summarize progress on calendar tasks ❑ Preview the calendar for the coming implementation year ❑ Review preliminary projections for year-end dashboard data ❑ Discuss strategic action plans for the coming year

Annual written report from EdWorks for distribution and discussion with the Board and State (August)	❑ Deliver a written annual report to the superintendent, the Board and the State that includes:
	  1. Executive Summary of Progress
	  2. Preliminary and Final Rubric Assessment Results
	  3. School Readiness Check (planning year only); School Implementation Check
	  4. Data Dashboard indicating Progress Made on the Annual Milestones and Progress toward Implementation Year Performance Targets

Regular informal check-ins by EdWorks senior staff	Mix of phone calls, e-mails from the National Director of Field Operations and others, as needed

Activities and Timeline

Thompson will implement a multi-faceted technical assistance approach across the three-years of the School Improvement Grant.   The plan is designed to have experienced EdWorks technical assistance coaches modeling instructional leadership and professional development practices in the first two years of the initiative and implementing a scaffolded leadership and professional development process that ultimately prepares the principals, teacher leaders and staff to carry on the research-based practices after the close of the grant. The work is scaffolded to challenge participants, but not paralyze progress by moving too quickly on too many fronts.

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One (September 2010 – August 2011)												
Work with the district and teacher association leadership to gain understanding of the research underlying the *2020 Forecast: Creating the Future of Learning* and collaboration		◆				◆					◆	
Conduct Mini Teacher Summer Institute focusing on: • High Payoff, Short Term Instructional Strategies • Literacy Across the Content Areas • Brain-Based Research												
Conduct an in-depth Safety Audit and implement recommended changes/enhancements												
Initial professional development with every adult in the local schools, central office staffs, and		◆	◆	◆								

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
association representatives on the 2020 Forecast, local economic development plans and the research on effective teaching, learning and skills for the 21st century. Choose innovative school design from among prototypes.												
Implement an authentic community information and engagement plan focusing on the 2020 Forecast and innovative teaching and learning		◆	◆	◆	◆	◆						
Hold the initial leadership retreat: Getting the culture and Climate Right for Student Success, including: • Supportive climate and culture • Research components of a high-performing high school • Data-driven strategic planning • Resource development and monitoring • Authentic community engagement • Effective communication • Students and family • Personalized growth plans		◆										
Complete any necessary District-Teacher Association MOU to support implementation of the small learning communities			◆	◆								
Revise the School Quality Plan, including the development of a detailed strategic plan and milestone, involving all site-based leaders and teachers in the process, along with community representatives					◆	◆						
Develop new operational structures and policies to support the small learning communities					◆	◆						
Conduct Triage process and accelerated interventions with existing 8th graders in each small learning communities				◆	◆	◆	◆					
Identify specific local community engagement and university partners; building of work plans with each partner			◆	◆	◆	◆	◆	◆	◆	◆		
Conduct the annual school assessment using the								◆	◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
EdWorks rubrics for Organizational Effectiveness and Instruction (These rubrics operationalize the areas cited in the Phi Delta Kappa audit and provide a clear path for improvement at the school and individual teacher level. See attached Overview of the Assessment Process.)												
Administer student, teacher and leadership surveys							◆	◆				
Conduct a final readiness check for opening the new small learning communities											◆	◆
Hold the Second Leadership Retreat focusing on Adaptive Leadership for Real-World Results, including: • Adaptive Leadership knowledge and skills • 21st Century Skills • College and career readiness • Student advisories • National and international student performance • Effective business and community partnerships • Effective small school operations										◆		
Conduct the first Teacher Summer Institute focusing on: • Introduction to the Rigor and Relevance Framework • Backwards Design • Literacy Across the Content Areas • "Quadrant D" Lesson Design • 21st Century Skills • Lesson Design and Delivery for coherence and student growth										◆		◆
Conduct the Student Summer Bridge												◆
Hold formal opening ceremonies for new small learning communities												◆

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year One Milestones												
• Completed year one of a customized school design work plan driven by an asset-based assessment of current strengths and conditions.												
• Structures and operation systems in place to open small learning communities/small schools in fall 2010												
• Student academic Triage system implemented with targeted interventions for all 8th graders to gain needed credits and other requirements for progression to high school.												
• Implemented year one of the teacher and leader professional development plans.												

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Two (September 2011 – August 2012)												
Make a formal Progress report to the local community	◆											
Continue work with district and teacher association leadership on the *2020 Forecast: Creating the Future of Learning* and using student data to guide decision making		◆				◆					◆	

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Conduct leadership and teacher professional development deepening knowledge and skills gained in the previous year and the summer institute. Professional development focuses in the following areas: **Implementing Personalization** ▪ Advisories ▪ Personalized Student Growth Plans **Short Cycle Assessments** ▪ Exploring Diagnostic and Short Cycle Assessment System ▪ Short Cycle Assessments as Instructional Resources **Classroom Practice/Learning Conditions** ▪ Student Work ▪ Lesson Design and Delivery ▪ Research-Based Instructional Models ▪ Student Performance **Accessing and Using an Online Learning Community**	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the small learning communities; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with 7th and 8th graders				◆	◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives							◆	◆	◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Revisit progress and work plans with local community engagement and university partners; adjust, as needed			◆							◆		
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Three: Growing and Supporting Effective Teams, including: • Distributed leadership • Effective meetings • Active listening • Progress monitoring • Walkthroughs and appraisals • Leadership in the school community • Induction programs for new staff • Culture of continuous Learning												
Conduct Teacher Summer Institute Two: Instructional Design for Rigor and Relevance ▪ Rigor and Relevance Framework ▪ Knowledge Taxonomy and the Application Model ▪ Instructional Models and Planning ▪ Unpacking the State and 21st Century College-Ready Content Standards ▪ Formative and Summative Assessments (including Performance-Based, Alternative Assessments ▪ Developing "Quadrant D" Units of Study ▪ Rubrics ▪ Differentiation										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	

Year Two Milestones

- All students enrolled in a college and career-ready curriculum
- Increase on-time grade-level progression over baseline school year 2009-10
- Increase attendance over baseline school over baseline school year 2009-10
- Decrease Type A and B disciplinary offenses over 2009-10
- Reduce the number of failing grades over baseline school year 2009-10
- Implemented year two of the teacher and leader professional development plans.

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Year Three (September 2012 – August 2013)												
Regular meetings of school-based leadership teams		◆	◆	◆	◆	◆	◆	◆	◆	◆		◆
Progress report to the local communities	◆											
Continued work with district and union leadership on the *2020 Forecast: Creating the Future of Learning* and using student data to guide decision making		◆									◆	
Conduct teacher professional development reinforcing and building on knowledge and skills learned in the previous year and summer institute: ▪ Student Work ▪ Unit Design and Delivery ▪ Differentiation ▪ Student Performance Assessments ▪ Formative and Summative Assessments ▪ Best Practice Instructional Models ▪ Rubrics ▪ Alignment with State and 21st Century Standards **Using an Online Learning Community**	◆	◆	◆	◆	◆	◆	◆	◆	◆	◆		
Revisit Local District-Teacher Association MOU to support implementation of the innovative practices; make adjustments, as needed			◆	◆								
Revisit effectiveness of new operational structures and policies for the innovative schools; adjust, as needed					◆	◆	◆					
Conduct Triage process and accelerated interventions with all grade levels				◆	◆	◆	◆					
Revisit strategic plans and milestones for each site, involving all site-based leaders and teachers in the process, along with community representatives								◆	◆	◆		
Revisit progress and work plans with local community engagement and university partners;			◆						◆			

Description of Work	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
adjust, as needed												
Conduct Annual Assessment using the EdWorks Rubrics for Operational Effectiveness and Instruction. Administer student, teacher and leadership surveys								◆	◆			
Conduct Leadership Retreat Four: Leading a High-Performance Organization: • Instructional Leadership • Rigorous curriculum and instruction • High payoff instructional practices • Assessment for learning • Gap analysis • Curriculum Alignment • Instructional monitoring • Results-driven, flexible scheduling										◆		
Conduct Teacher Summer Institute Three: Beyond Rigor and Relevance • Comprehensive, Course of Study aligned to State and 21st Century College-Ready Standards • Grades 6-8 Curriculum Alignment and Vertical Scope and Sequence Development within and across content areas • Analysis of Content with University Partners • Integration of early college experiences in Core and Elective Courses										◆		◆
Student Summer Bridge												◆
Collect student, teacher, school data			◆				◆				◆	

Year Three Milestones
- All students enrolled in a college and career-ready curriculum
- Increase state exam passage rates over the previous year
- Increase on-time grade-level progression over the previous year
- Decrease dropout rate over the previous year
- Implemented year three of the teacher and leader professional development plans.

NOTE: **Student Triage Process**
The goal of the Triage Process is to bring together the many different sources of data on every student so that it can be considered in a single, easy to understand document. The Triage process provides teachers and leaders with the opportunity to reflect on the steps *each student* must take to ensure on-time graduation, ready for college or career without remediation. By applying the Triage process to existing student in the fall and spring of 2010-11, Thompson can begin to identify students in danger of falling through the cracks and can take immediate action to help those students. The Triage Process should include a baseline assessment of knowledge and skills in the core content areas using a recognized assessment process.

Instructional Support Resources
Instructional support resources and materials are detailed in the budget for this proposal. Use and effectiveness of these resources will be reviewed on an annual basis as part of the school wide data analysis process. Changes in the resources and/or their application will be made, as necessary, to achieve goals.

Saginaw City School District
School Improvement Grant Proposal

SECTION IV: FISCAL INFORMATION
(please see attached budget proposal by building and districtwide)

Saginaw Public Schools will utilize its $6,359,595 year one budget of the School Improvement Grant for the following personnel, professional development, instruction, and parent and community engagement activities. Instructional salaries and fringes equal $4,316,495, and will be used for teacher, extended time for after-school tutoring programs. Instruction purchased services includes licenses for web-based instructional software, instructional field trips, and funds for consulting.

Instructional supplies are budgeted at $600,000 and capital outlay equals $100,000 to purchase curriculum and instructional technology to implement the programs in the school and modify current building setup. The professional development salary and fringes $439,068 will provide four individuals to focus on professional development and implementation. $878,136 will support 8 instructional teachers in reading and math. The four Positive Behavior Interventionist salary and fringes $439,068 will support an alternative in-school setting for students requiring behavioral supports. This program incorporates intervention strategies that teach students more appropriate ways to deal with their behaviors. These strategies include increased self-control, problem-solving skills and replacement behavior supports.

The four Instructional Technology Specialist salary and fringes $219,534 will facilitate the use technology to impact the quality, content and structure of teaching and learning in a school that is focused on results. To help students develop twenty-first century skills including critical thinking and problem solving, communication and collaboration, media literacy, leadership and productivity, adaptability and accountability. Through their work, students are developing a deeper understanding of the content all while acquiring skills in communication, critical thinking and information and media literacy. These students are preparing to live and work in the 21st century. The additional funds $111,000 will support extended time or substitutes for professional learning communities, peer-to peer observations, vertical and content area planning. Professional development purchased services includes funds for conferences, contracts with external providers for PD or consulting services on-site, and web-based software licenses$596,000.

Administrative costs for salary $622,500 and fringe $353,642 covers the costs of hiring and One Transformation Manager salary $92,500 and fringes $52,549 dedicated to overseeing the SIG project for the four SIG buildings. Administrative cost includes hiring four School Improvement Administrator, Three College and Community Access Coordinator, One Coordinator of Accelerated Learning, One Data and Research Analyst and eight Small Learning Community Deans.

$6,359,595 FY 2010-2011
$4,982,856 FY 2011-2012
$2,461,786 FY 2012-2013

SECTION V: PROJECT SUMMARY

Sustainability of practices beyond the SIG funding period begins with careful planning of the initial implementation of the selected intervention model. The district and each eligible school have already developed an initial plan for the selected model to demonstrate how School Improvement reforms will be implemented and the funds will be used. The theory of action is that the grant activities are building the capacity of teachers and leaders through job-embedded instructional coaching in reading, math, and using data to drive instruction, along with leadership training to ensure the vision is sustained and carried through. New temporary positions will allow for systems to be put in place and sustained past the funding period. Additionally, to ensure continuation after the grant ends, the following actions will be taken:

- The development of shared leadership between the school and the broader community in the implementation of the intervention model during and after the funding period;
- Continued planning to address staffing and funding changes including transitions in leadership;
- Long-term planning processes that will support implementation of reforms with progress monitoring levels of implementation and progress toward outcomes;
- A comprehensive system of formative and summative data collection that is in place to monitor progress and drive decision-making will be developed by the district this year and in use for the 2011-2010 school year;
- The ability to continue offering additional instructional time and extended school year through other grant opportunities including Title I funds or 21st Century Learning Grants or the like once NCLB is reauthorized;
- Institutionalizing research-based instructional practices fidelity of implementation measures;
- Protecting staff time for collaboration and professional development in order to sustain the initiatives through careful scheduling of the school day;
- Professional development for new staff and leadership to continue implementation of the reforms; and
- Job-embedded professional development to ensure high fidelity of implementation of reforms in the classroom.

Saginaw City Schools mission statement is: The School District of the City of Saginaw, in partnership with parents, students, businesses and the community, are committed to and responsible for ensuring:

- The highest level of academic achievement and career planning for all students,
- The highest performing organizational structure at all levels, and
- A safe and effective learning environment for all students.

The SIG grant will directly impact all leadership, instructional staff, and students in eligible schools. The school improvement plan is a collaborative effort of the Saginaw Public Schools (SPSD), the Saginaw Education Association (SEA), parents, community and our partners. To be successful, the school improvement plan must align with district

initiatives to ensure maximum impact during implementation. The educational goals that the School Improvement Plan strives to ultimately accomplish in the 3 year implementation of the SIG in eligible schools are: meet AYP; meet or exceed the value-added standard for growth, and increase the graduation rate to 90%.

The main strategies to address the four grant requirements are listed as follows:

(1) Developing and increasing teacher and school leader effectiveness. The district will form a joint planning committee to develop a new teacher evaluation system that takes into account student growth. The members of the committee will include district management, school leaders, SEA representatives, and teachers. Strong instructional leadership includes developing both administrative and teacher leaders with a clear vision and focus to unify staff, which will occur through focused professional development.

(2) Comprehensive instructional reform strategies: Literacy across the curriculum and integrating technology are the main curriculum foci of the grant. The SIG schools will add instructional lead teachers to provide job-embedded professional development on content areas, pedagogy, and use of data to drive instructional decision-making. Extended instructional programs such as after-school tutoring will be offered.

(3) Increasing learning time and creating community-oriented schools: Improving school and classroom climate means implementing clear, consistent discipline, using incentives and rewards to encourage good student behavior, and ensuring that parents and community members feel welcome and invited to participate in the education process. Each school has plans to increase parent and community involvement including training using free web-based educational tools that parents can use at home with their children, linking non-academic needs with community resources, and contracting with external agencies to provide counseling and social services support.

(4) Providing operational flexibility and sustained support: The district supports the SIG plans and will work within the Professional Studies Committee (PSC) to promote flexibility to implement all strategies. A district level advocate for the SIG schools will be hired to assist with sustaining support, as well as working closely with the State Support Team from the MDE. The School Improvement Plan will give the SIG eligible schools additional support to serve as models for the rest of the district in the areas of professional development, parent engagement and district/association/and external partner collaboration. SPSD and SEA will collaborate with internal and external partners in order to leverage resources that will support and sustain this effort to raise achievement levels for all students and to close achievement gaps.

ATTACHMENT VI

Policies and Practices Change Analysis to Implement the SIG Final Requirements

Depending on the intervention model selected by the LEA, some policy and practice changes may need to be implemented. Please indicate below which are already in place, which are under consideration, and which are not needed.

Polices/ Practices	In Place	Under Consideration	Not Needed
• Leadership councils Composition	X		
• Principal Authority/responsibility		X	
• Duties – teacher	X		
• Duties - principal	X		
• Tenure	X		
• Flexibility regarding professional development activities	X		
• Flexibility regarding our school schedule (day and year)		X	
• Waivers from district policies to try new approaches		X	
• Flexibility regarding staffing decisions		X	
• Flexibility on school funding	X		
Job-Embedded Professional Development			
Topic requirements (e.g., every teacher must have 2 paid days on child development every 5 years) Content			
• Schedule	X		
• Length		X	
• Financing	X		
• Instructors	X		
• Evaluation		X	

• Mentoring	X		
Budgeting			
School funding allocations to major spending categories • School staff input on allocation	X		
• Approval of allocation	X		
• Change of allocation midyear	X		
Major contracts for goods and services • Approval process streamlined		X	
• Restrictions (e.g., amounts, vendors)	X		
• Legal clarifications	X		
• Process	X		
• Stipulations (e.g., targeted vs. unrestricted spending)	X		
• Timeline	X		
• Points of contact	X		
Auditing of school financial practices Process	X		
• Consequences	X		

*Modified from Making Good Choices – A Guide for Schools and Districts, NCREL, c2002, 1998

ASSURANCES AND CERTIFICATIONS
STATE PROGRAMS

- **INSTRUCTIONS: Please review the assurances and certification statements that are listed below. Sign and return this page with the completed application.**

CERTIFICATION REGARDING LOBBYING FOR GRANTS AND COOPERATIVE AGREEMENTS
No federal, appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of a federal agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member Of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LL "Disclosure Form to Report Lobbying", in accordance with its instructions. The undersigned shall require that the language of this certification be included in the awards documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

CERTIFICATION REGARDING DEBARMENT, SUSPENSION, INELIGIBILITY, AND VOLUNTARY EXCLUSION – LOWER TIER COVERED TRANSACTIONS
The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participating in this transaction by any Federal department or agency. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

ASSURANCE WITH SECTION 511 OF THE U.S. DEPARTMENT OF EDUCATION APROPRIATION ACT OF 1990
When issuing statements, press releases, requests for proposals, solicitations, and other documents describing this project, the recipient shall state clearly: 1) the dollar amount of federal funds for the project, 2) the percentage of the total cost of the project that will be financed with federal funds, and 3) the percentage and dollar amount of the total cost of the project that will be financed by nongovernmental sources.

ASSURANCE CONCERNING MATERIALS DEVELOPED WITH FUNDS AWARDED UNDER THIS GRANT
The grantee assures that the following statement will be included on any publication or project materials developed with funds awarded under this program, including reports, films, brochures, and flyers: "These materials were developed under a grant awarded by the Michigan Department of Education."

CERTIFICATION REGARDING NONDISCRIMINATION UNDER FEDERALLY AND STATE ASSISTED PROGRAMS
The applicant hereby agrees that it will comply with all federal and Michigan laws and regulations prohibiting discrimination and, in accordance therewith, no person, on the basis of race, color, religion, national origin or ancestry, age, sex, marital status or handicap, shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it receives financial assistance from the U.S. Department of Education or the Michigan Department of Education.

CERTIFICATION REGARDING BOY SCOUTS OF AMERICA EQUAL ACCESS ACT, 20 U.S.C. 7905, 34 CFR PART 108.
A State or subgrantee that is a covered entity as defined in Sec. 108.3 of this title shall comply with the nondiscrimination requirements of the Boy Scouts of America Equal Access Act, 20 U.S.C. 7905, 34 CFR part 108.

PARTICIPATION OF NONPUBLIC SCHOOLS
The applicant assures that private nonprofit schools have been invited to participate in planning and implementing the activities of this application.

ASSURANCE REGARDING ACCESS TO RECORDS AND FINANCIAL STATEMENTS
The applicant hereby assures that it will provide the pass-through entity, i.e., the Michigan Department of Education, and auditors with access to the records and financial statements as necessary for the pass-through entity to comply with Section 400 (d) (4) of the U.S. Department of Education Compliance Supplement for A-133.

ASSURANCE REGARDING COMPLIANCE WITH GRANT PROGRAM REQUIREMENTS
The grantee agrees to comply with all applicable requirements of all State statutes, Federal laws, executive orders, regulations, policies and award conditions governing this program. The grantee understands and agrees that if it materially fails to comply with the terms and conditions of the grant award, the Michigan Department of Education may withhold funds otherwise due to the grantee from this grant program, any other federal grant programs or the State School Aid Act of 1979 as amended, until the grantee comes into compliance or the matter has been adjudicated and the amount disallowed has been recaptured (forfeited). The Department may withhold up to 100% of any payment based on a monitoring finding, audit finding or pending final report.

CERTIFICATION REGARDING TITLE II OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, STATE AND LOCAL GOVERNMENT SERVICES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title II of the ADA covers programs, activities, and services of public entities. Title II requires that, "No qualified individual with a disability shall, by reason of such disability be excluded from participation in or be denied the benefits of the services, programs, or activities of a public entity, or be subjected to discrimination by such entity." In accordance with Title II ADA provisions, the applicant has conducted a review of its employment and program/service delivery processes and has developed solutions to correcting barriers identified in the review.

CERTIFICATION REGARDING TITLE III OF THE AMERICANS WITH DISABILITIES ACT (A.D.A.), P.L. 101-336, PUBLIC ACCOMMODATIONS AND COMMERCIAL FACILITIES
The Americans with Disabilities Act (ADA) provides comprehensive civil rights protections for individuals with disabilities. Title III of the ADA covers public accommodations (private entities that affect commerce, such as museums, libraries, private schools and day care centers) and only addresses existing facilities and readily achievable barrier removal. In accordance with Title III provisions, the applicant has taken the necessary action to ensure that individuals with a disability are provided full and equal access to the goods, services, facilities, privileges, advantages, or accommodations offered by the applicant. In addition, a Title III entity, upon receiving a grant from the Michigan Department of Education, is required to meet the higher standards (i.e., program accessibility standards) as set forth in Title III of the ADA for the program or service for which they receive a grant.

CERTIFICATION REGARDING GUN-FREE SCHOOLS - Federal Programs (Section 4141, Part A, Title IV, NCLB)

The applicant assures that it has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought a weapon to school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirements for student on a case-by-case basis. (The term "weapon" means a firearm as such term is defined in Section 92` of Title 18, United States Code.)

The district has adopted, or is in the process of adopting, a policy requiring referral to the criminal or juvenile justice system of any student who brings a firearm or weapon to a school served by the agency.

AUDIT REQUIREMENTS

All grant recipients who spend $500,000 or more in federal funds from one or more sources are required to have an audit performed in compliance with the Single Audit Act (effective July 1, 2003).

Further, the applicant hereby assures that it will direct its auditors to provide the Michigan Department of Education access to their audit work papers to upon the request of the Michigan Department of Education.

IN ADDITION:

This project/program will not supplant nor duplicate an existing School Improvement Plan.
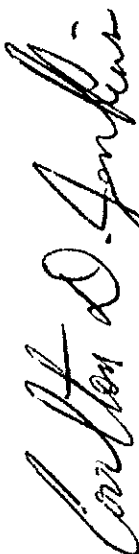
SPECIFIC PROGRAM ASSURANCES

The following provisions are understood by the recipients of the grants should it be awarded:

1. Grant award is approved and is not assignable to a third party without specific approval.
2. Funds shall be expended in conformity with the budget. Line item changes and other deviations from the budget as attached to this grant agreement must have prior approval from the Office of Education Innovation and Improvement unit of the Michigan Department of Education.
3. The Michigan Department of Education is not liable for any costs incurred by the grantee prior to the issuance of the grant award.
4. Payments made under the provision of this grant are subject to audit by the grantor.
5. This grant is to be used to implement fully and effectively an intervention in each Tier I and Tier II school that the LEA commits to serve consistent with the final requirements.
6. The recipient must establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I and Tier II school that it serves with school improvement funds.
7. If the recipient implements a restart model in a Tier I or Tier II school, it must include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
8. The recipient must report to the SEA the school-level data required under section III of the final requirements.
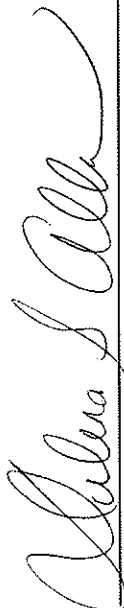
SIGNATURE OF SUPERINTENDENT OR AUTHORIZED OFFICIAL   Date: July 14, 2010

SIGNATURE OF LEA BOARD PRESIDENT   Date : July14,2010

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4. ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant.

See the Assurances and Certifications section of the LEA Application for a complete list of assurances. LEA leadership signatures, including superintendent or director and board president, assure that the LEA will comply with all School Improvement Grant final requirements.

5. WAIVERS: The MDE has requested all of the following waivers of requirements applicable to the LEA's School Improvement Grant. Please indicate which of the waivers the LEA intends to implement.

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

X Extending the period of availability of school improvement funds.

> Note: If an SEA has requested and received a waiver of the period of availability of school improvement funds, that waiver automatically applies to all LEAs in the State.

❑ "Starting over" in the school improvement timeline for Tier I and Tier II Title I participating schools implementing a turnaround or restart model.

❑ Implementing a schoolwide program in a Tier I or Tier II Title I participating school that does not meet the 40 percent poverty eligibility threshold.